

# **PLAN<sup>®</sup>**



## **Profile Summary Report**

**KENTUCKY  
(STANDARD & TIME-EXTENDED)**

**Code 8818ST**

**2006 - 2007**

**ACT<sup>®</sup>**

## INTRODUCTION

This report summarizes the performance of your students who took the PLAN academic assessment in the 2006-2007 academic year. This report includes only students who have valid composite scores and who tested under standard time limits.

The information in this report is organized to assist you in addressing certain issues that are common among high schools. You will see these issues stated in the form of questions at the top of each table. The questions and the information presented may assist you in drawing conclusions and making decisions about programs, policies, or educational practices in your school.

Numerous social, economic, and school factors are known to contribute to educational achievement. Relatively few of these factors are represented in this report. Conclusions about educational programs or policies at your school, based on your students' achievement, are best supported by additional sources of information.

In making decisions or drawing conclusions based on differences between groups of students, caution should be employed when using PLAN averages if the number of students in any group is less than 25. PLAN averages are not reported for groups with fewer than five students. The validity of conclusions about student groups depends in part upon the accuracy of the information that is self-reported by the students at the time of testing and was not verified by ACT.

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TABLE 1a: How do the PLAN scores of our students compare with those of 10th grade students nationally?

PLAN Score	English			Mathematics			Reading			Science			Composite			PLAN Score
	Local		Nat'l CP*	Local		Nat'l CP*	Local		Nat'l CP*	Local		Nat'l CP*	Local		Nat'l CP*	
	Freq	CP*		Freq	CP*		Freq	CP*		Freq	CP*		Freq	CP*		
32	38	100	100	21	100	100	0	100	100	110	100	100	0	100	100	32
31	0	99	99	71	99	99	0	100	99	0	99	99	6	100	99	31
30	109	99	99	104	99	99	292	100	99	273	99	99	30	99	99	30
29	0	99	99	407	99	99	0	99	99	0	99	99	61	99	99	29
28	195	99	99	306	99	98	1	99	99	535	99	99	152	99	99	28
27	246	99	98	398	98	96	664	99	99	0	98	98	252	99	99	27
26	373	99	97	491	97	95	1030	98	98	0	98	98	361	99	98	26
25	944	98	96	646	96	93	4	96	96	742	98	97	539	98	97	25
24	520	96	94	711	95	91	1308	96	94	1076	97	96	808	97	95	24
23	692	95	92	815	94	89	1565	93	91	1280	94	93	1134	96	93	23
22	1536	94	88	979	92	86	1765	90	87	1560	92	90	1427	93	89	22
21	1758	91	84	2231	90	83	1894	87	83	1822	89	85	2048	90	85	21
20	2009	87	79	1400	86	79	2123	83	78	4086	85	78	2651	86	79	20
19	2271	83	72	3005	83	73	2213	79	73	4602	77	69	3391	81	72	19
18	3868	78	65	3387	77	66	2501	74	66	4946	68	57	4221	74	64	18
17	5822	71	57	6036	70	57	5225	69	58	5164	58	45	4974	66	54	17
16	4921	59	49	6753	58	48	2827	59	50	8091	47	32	5482	56	44	16
15	3540	49	40	7343	44	37	5831	53	41	5671	31	21	5579	45	33	15
14	3847	42	32	5015	29	27	6095	41	32	4963	19	13	5329	33	23	14
13	4040	34	24	2278	19	18	3285	29	24	3164	9	7	4833	23	14	13
12	4037	26	17	2119	15	11	3290	22	17	875	3	4	3607	13	8	12
11	3541	18	12	1804	10	6	2881	16	11	33	1	2	1893	6	4	11
10	2616	11	7	1312	7	3	2226	10	7	397	1	1	640	2	2	10
9	1608	5	4	103	4	2	1466	5	4	170	1	1	164	1	1	9
8	496	2	2	927	4	1	0	2	2	0	1	1	41	1	1	8
7	447	1	1	511	2	1	734	2	1	56	1	1	5	1	1	7
6	124	1	1	275	1	1	327	1	1	0	1	1	1	1	1	6
5	20	1	1	19	1	1	0	1	1	0	1	1	2	1	1	5
4	5	1	1	107	1	1	74	1	1	9	1	1	0	1	1	4
3	3	1	1	39	1	1	0	1	1	0	1	1	0	1	1	3
2	4	1	1	17	1	1	0	1	1	0	1	1	0	1	1	2
1	1	1	1	1	1	1	10	1	1	6	1	1	0	1	1	1
Mean	15.6		16.9	16.3		17.4	16.0		16.9	17.3		18.2	16.4		17.5	Mean
S.D.	4.3		4.6	4.2		4.6	4.5		4.6	3.5		3.5	3.6		3.8	S.D.
Local Percentage of Students in National 10th Grade Quartiles																
National Quartile	% of Local	Score Range		% of Local	Score Range		% of Local	Score Range		% of Local	Score Range		% of Local	Score Range		National Quartile
75-100%	17	20-32		17	20-32		21	20-32		23	20-32		19	20-32		75-100%
50-74%	24	17-19		25	17-19		26	16-19		19	18-19		25	17-19		50-74%
25-49%	25	14-16		39	14-16		24	14-15		27	16-17		22	15-16		25-49%
1-24%	34	1-13		19	1-13		29	1-13		31	1-15		33	1-14		1-24%

\* CP = Cumulative percent at or below

Notes: National normative data are based on 10th grade students who took all four academic tests within standard time limits as part of a national study conducted in Fall 2005. See the Supplement to the PLAN Technical Manual for information about the 2005 national norming sample.

The underlined values show the national median PLAN Composite score and the percent of tested students at or below the national median.

**TABLE 1b: How do the PLAN subscores of our students compare with those of 10th grade students nationally?**

PLAN Subscore	Usage / Mechanics			Rhetorical Skills			Pre-Alg. / Algebra			Geometry			PLAN Subscore
	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	
16	374	100	100	125	100	100	755	100	100	598	100	100	16
15	661	99	98	382	99	99	875	98	96	637	99	98	15
14	984	98	97	665	99	97	1293	97	93	1020	98	95	14
13	1202	96	94	2189	98	94	1737	94	90	1333	95	92	13
12	1399	94	90	1628	93	89	2079	91	86	1826	93	88	12
11	1544	91	85	4214	90	82	2454	86	81	5512	89	83	11
10	3528	88	77	2708	81	74	2688	81	76	3771	78	77	10
9	6367	80	67	6912	76	64	2970	76	68	4809	70	67	9
8	7213	68	55	4166	62	53	6486	70	58	11934	61	53	8
7	7836	53	41	9853	54	41	6559	57	47	6497	37	37	7
6	8262	37	28	5333	34	29	6709	44	35	5361	24	22	6
5	4647	21	18	4798	23	19	6554	30	24	3691	13	10	5
4	3415	11	10	3418	13	10	3030	17	14	1885	5	4	4
3	1062	4	5	2026	7	5	2418	11	7	51	2	2	3
2	607	2	2	897	2	2	2586	6	3	591	1	1	2
1	530	1	1	317	1	1	438	1	1	115	1	1	1
Mean	7.6		8.3	7.7		8.4	7.4		8.2	8.4		8.7	Mean
S.D.	2.8		3.1	2.9		3.1	3.3		3.5	2.7		2.9	S.D.
Local Percentage of Students in National 10th Grade Quartiles													
National Quartile	% of Local		Score Range	% of Local		Score Range	% of Local		Score Range	% of Local		Score Range	National Quartile
75-100%	20		10-16	19		11-16	24		10-16	30		10-16	75-100%
50-74%	27		8-9	28		8-10	19		8-9	34		8-9	50-74%
25-49%	32		6-7	31		6-7	27		6-7	13		7-7	25-49%
1-24%	21		1-5	23		1-5	30		1-5	24		1-6	1-24%

\* CP = Cumulative percent at or below

**TABLE 1c: How do the PLAN scores of our students relate to the College Readiness Standards score ranges?**

Local Percentage of Students in College Readiness Standards Score Ranges										
CRS Range	English		Mathematics		Reading		Science		Composite	
	Freq	% of Local	Freq	% of Local	Freq	% of Local	Freq	% of Local	Freq	% of Local
28-32	342	1%	909	2%	293	1%	918	2%	249	1%
24-27	2083	4%	2246	5%	3006	6%	1818	4%	1960	4%
20-23	5995	12%	5425	11%	7347	15%	8748	18%	7260	15%
16-19	16882	34%	19181	39%	12766	26%	22803	46%	18068	36%
13-15	11427	23%	14636	29%	15211	31%	13798	28%	15741	32%
1-12	12902	26%	7234	15%	11008	22%	1546	3%	6353	13%

TABLE 2: Do our students' PLAN scores differ by ethnic and gender groups?

Group	Number of students	English	Usage/ Mechanics	Rhetorical Skills	Math	Pre-Alg./ Algebra	Geometry	Reading	Science	Composite	% * Taken/ Taking
Total Group	49631	15.6	7.6	7.7	16.3	7.4	8.4	16.0	17.3	16.4	52%
African American/Black	5175	13.4	6.3	6.2	14.2	5.8	7.2	13.9	15.9	14.5	38%
American Indian/Alaskan Native	479	15.8	7.7	7.6	16.3	7.3	8.4	16.0	17.3	16.5	49%
Caucasian American/White	42244	15.9	7.7	7.9	16.6	7.6	8.5	16.2	17.5	16.7	54%
Mexican American/Chicano	729	13.8	6.6	6.4	15.0	6.3	7.6	14.7	16.5	15.1	41%
Asian American, Pacific Islander	407	17.5	9.0	8.5	19.8	9.8	10.4	17.9	19.6	18.9	63%
Puerto Rican, Cuban, Hispanic	59	14.6	7.1	7.0	15.6	6.8	7.9	15.9	16.7	15.8	31%
Multiracial	120	15.1	7.4	7.2	16.0	7.0	8.4	16.5	17.2	16.3	34%
Other	148	14.0	6.6	6.7	15.2	6.3	8.0	14.1	16.3	15.0	32%
Prefer not to respond	161	14.6	6.9	7.2	15.7	6.8	7.9	14.8	16.0	15.4	31%
Males	25054	14.9	7.1	7.3	16.3	7.3	8.4	15.2	17.0	16.0	48%
African American/Black	2563	12.8	5.9	5.9	14.1	5.7	7.2	13.3	15.5	14.1	35%
American Indian/Alaskan Native	242	14.8	7.1	7.1	16.3	7.3	8.3	15.1	16.9	15.9	48%
Caucasian American/White	21427	15.1	7.2	7.5	16.5	7.5	8.5	15.5	17.2	16.2	49%
Mexican American/Chicano	339	13.6	6.4	6.3	15.5	6.7	8.0	14.5	16.3	15.1	40%
Asian American, Pacific Islander	193	16.8	8.5	8.1	19.8	9.7	10.4	17.1	19.4	18.4	59%
Puerto Rican, Cuban, Hispanic	37	14.4	6.9	6.9	15.9	7.1	7.9	15.2	16.1	15.5	30%
Multiracial	65	14.6	7.1	6.9	16.3	7.3	8.4	16.1	16.8	16.1	34%
Other	72	13.2	6.2	6.1	15.3	6.4	7.9	13.0	15.9	14.5	26%
Prefer not to respond	97	14.4	6.6	7.2	15.5	6.7	8.0	14.5	15.6	15.1	23%
Females	24464	16.4	8.1	8.1	16.3	7.5	8.3	16.7	17.7	16.9	56%
African American/Black	2602	14.0	6.7	6.5	14.4	5.9	7.2	14.5	16.2	14.9	41%
American Indian/Alaskan Native	237	16.8	8.3	8.1	16.4	7.4	8.4	16.9	17.6	17.0	50%
Caucasian American/White	20787	16.7	8.3	8.3	16.6	7.7	8.5	17.0	17.9	17.2	58%
Mexican American/Chicano	389	14.0	6.7	6.4	14.6	6.0	7.3	14.8	16.6	15.1	41%
Asian American, Pacific Islander	214	18.2	9.4	8.9	19.8	9.9	10.4	18.6	19.8	19.2	67%
Puerto Rican, Cuban, Hispanic	21	15.3	7.6	7.2	15.2	6.5	7.8	17.2	17.9	16.5	33%
Multiracial	54	15.6	7.6	7.6	15.6	6.6	8.3	16.8	17.6	16.5	33%
Other	74	14.7	7.0	7.3	15.3	6.3	8.2	15.2	16.8	15.6	38%
Prefer not to respond	62	15.1	7.3	7.3	15.9	7.0	7.9	15.4	16.8	16.0	44%

\* Percent of students who have taken or are taking Eng 10, Alg 1 and one other mathematics course, any social studies course, and biology.

Means are not reported for groups of fewer than 5 students.

TABLE 3a: How do our students' PLAN scores relate to the courses they have taken or are currently taking?

Course Pattern Taken/Taking	Number of Students	Mean Test Scores				
<b>ENGLISH COURSE PATTERN</b>		English	Composite			
English 9	8746	15.1	16.0			
English 9 & English 10	31009	16.1	16.9			
Other combinations of 1 or more years of English	5830	14.9	15.8			
No English course work information reported	3921	14.1	15.0			
<b>MATHEMATICS COURSE PATTERN</b>		Math	Composite			
Algebra 1	10766	14.8	15.1			
Algebra 1 & Algebra 2	5086	16.1	16.3			
Algebra 1 & Geometry	16208	16.1	16.3			
Algebra 1, Geometry, & Algebra 2	7930	19.4	19.1			
Other combinations of 1 or more years of math	4663	17.5	17.4			
No math course work information reported	4364	14.6	14.9			
<b>SOCIAL STUDIES COURSE PATTERN</b>		Reading	Composite			
US History	1911	14.7	15.3			
World History	1778	16.1	16.6			
World History & US History	3492	15.5	15.9			
Other combinations of 1 year of social studies	8433	15.7	16.2			
Other combinations of 2 or more years of social studies	28286	16.5	16.9			
No social studies course work information reported	4023	14.5	15.0			
<b>NATURAL SCIENCE COURSE PATTERN</b>		Science	Composite			
General Science	7864	16.7	15.7			
Biology	3236	16.6	15.6			
Chemistry	172	16.6	15.5			
General Science & Biology	22908	17.5	16.6			
General Science & Chemistry	876	17.9	17.2			
Biology & Chemistry	2680	19.4	18.8			
Other combinations of 1 or more years of natural science	6854	18.1	17.3			
No natural science course work information reported	4521	16.1	14.9			
<b>ON TRACK FOR COLLEGE CORE COURSE WORK</b>		English	Math	Reading	Science	Composite
English 10, Algebra 1 + one other math course, any social studies course, and Biology	24498	16.5	17.3	16.9	18.1	17.3
Not taken/not taking these courses	25133	14.7	15.4	15.1	16.6	15.6

Means are not reported for groups of fewer than 5 students.

**TABLE 3b: How do our students' PLAN scores relate to the courses they have taken and plan to take during high school?**

Course Pattern Taken/Planned	Number of students	Mean Test Scores				
ENGLISH COURSE PATTERN		English	Composite			
Eng 9, Eng 10, Eng 11, & Eng 12	33491	16.1	16.9			
Eng 9, Eng 10, Eng 11, Eng 12, & other English	3331	16.1	16.8			
Less than 4 years of English	8509	14.2	15.1			
No English course work information reported	3921	14.1	15.0			
MATHEMATICS COURSE PATTERN		Math	Composite			
Alg 1, Alg 2, & Geometry	11154	15.2	15.5			
Alg 1, Alg 2, Geometry, & Trigonometry	3247	16.2	16.4			
Alg 1, Alg 2, Geometry, Trigonometry, & Calculus	187	16.8	17.0			
Alg 1, Alg 2, Geometry, Trigonometry, & other Adv. Math	2161	18.2	18.1			
Other combinations of 3 or more years of math	20634	17.8	17.8			
Less than 3 years of math	7884	14.3	14.6			
No math course work information reported	4364	14.6	14.9			
SOCIAL STUDIES COURSE PATTERN		Reading	Composite			
US History, World History, & American Government	4662	15.9	16.4			
US History, World History, & other Social Studies	1148	15.8	16.4			
US History, World History, American Government, & other Soc Studies	444	16.5	16.8			
Other combinations of 3 or more years of social studies	28182	16.6	17.1			
Less than 3 years of social studies	11172	14.9	15.4			
No social studies course work information reported	4023	14.5	15.0			
NATURAL SCIENCE COURSE PATTERN		Science	Composite			
General Science, Biology, & Chemistry	12989	17.3	16.5			
General Science, Biology, Chemistry, & Physics	5016	18.9	18.2			
Biology, Chemistry, & Physics	1346	19.7	19.2			
Other combinations of 3 or more years of natural science	14117	17.9	17.1			
Less than 3 years of natural science	11642	16.2	15.1			
No natural science course work information reported	4521	16.1	14.9			
COLLEGE CORE COURSE WORK		English	Math	Reading	Science	Composite
Taken/Plan to take 4 years of English and 3 years each of math, social studies, and natural science	25608	16.6	17.3	17.0	18.2	17.4
Do not plan to take these courses	18866	14.7	15.4	15.1	16.6	15.6

Means are not reported for groups of fewer than 5 students.

**TABLE 4: How do our students' PLAN Composite scores and course work plans relate to their educational plans?**

Educational plans category	Number of students responding	Percent of all students responding	Percent planning college core course work*	Mean Composite Score	Percent in National Composite quartiles			
					1-25%	26-50%	51-75%	76-100%
Do not plan to finish high school	261	1%	25%	12.6	87%	7%	4%	2%
No training planned after high school	1150	2%	35%	13.4	74%	17%	8%	1%
Job training in the military services	1863	4%	40%	14.5	56%	21%	17%	5%
Apprentice / job training	789	2%	39%	14.3	59%	22%	14%	5%
Vocational / technical school	3328	7%	44%	14.8	51%	26%	17%	6%
2-year / junior college	2677	5%	43%	14.8	49%	28%	18%	4%
4-year college / university	14286	29%	57%	17.0	25%	23%	30%	23%
Graduate or professional study	15272	31%	62%	17.9	18%	20%	31%	31%
Undecided	4680	9%	44%	15.6	41%	25%	22%	12%
Other plans	1701	3%	39%	14.3	62%	20%	13%	5%
No response	3501	7%	32%	15.4	47%	21%	20%	13%

**TABLE 5: How do our students' PLAN Composite scores and course work plans relate to their expressed needs for help?**

Need Area	Students expressing a need for help							
	Number of students responding	Percent of students responding	Percent planning college core course work*	Mean Composite Score	Percent in National Composite quartiles			
Making plans for after high school	19904	40%	55%	16.6	32%	22%	26%	21%
Improving writing skills	16518	33%	56%	16.4	34%	22%	25%	18%
Improving reading speed / comprehension	11975	24%	54%	15.6	42%	24%	21%	12%
Improving study skills	20299	41%	55%	16.2	34%	24%	25%	17%
Improving mathematical skills	18511	37%	51%	15.8	38%	24%	25%	13%
Improving computer skills	9543	19%	53%	16.1	39%	22%	22%	17%
Improving public speaking skills	18124	37%	58%	16.9	27%	22%	28%	22%

\* College core course work includes 4 or more years of English and 3 or more years each of math, social studies, and natural science (see Glossary).

Means are not reported for groups of fewer than 5 students.



**TABLE 6a: How do our students' PLAN Composite scores, course work plans, and postsecondary plans relate to their career preferences from the Career Areas List?**

Career Preference Category From Career Areas List	Number of students			Percent planning college core course work*	Percent by educational plans					Mean Composite Score
	Male	Female	Total		No HS/ No Training	Job Training/ Apprentice	Vocational/ Technical/ 2 yr coll.	4yr College/ or more	Other/ Undecided	
Administration/Sales	2980	1192	4181	48%	5%	12%	10%	58%	15%	15.6
Employment-Related Services	311	126	438	40%	13%	13%	13%	38%	22%	13.9
Marketing/Sales	754	418	1174	48%	6%	6%	9%	67%	13%	15.6
Management/Planning	955	407	1365	51%	4%	4%	10%	68%	14%	16.1
Regulation/Protection	960	241	1204	49%	3%	27%	9%	46%	15%	15.5
Business Operations	657	640	1297	53%	3%	5%	12%	67%	12%	16.1
Records/Communications	167	295	462	47%	5%	6%	17%	58%	14%	15.3
Financial Transactions	334	305	639	59%	1%	3%	8%	79%	9%	17.1
Distribution/Dispatching	156	40	196	45%	5%	11%	14%	51%	18%	14.4
Technical	8067	1463	9546	45%	7%	11%	28%	34%	20%	15.2
Transport Operation/Related	586	91	678	46%	7%	21%	19%	33%	20%	15.3
Agriculture/Forestry/Related	985	504	1490	47%	9%	7%	22%	39%	22%	15.2
Computer/Information Specialties	1653	245	1899	50%	1%	5%	24%	52%	17%	16.7
Construction/Maintenance	1465	70	1536	42%	9%	16%	27%	27%	21%	14.6
Crafts/Related Services	296	347	647	47%	6%	7%	16%	47%	23%	15.6
Manufacturing/Processing	731	63	796	41%	9%	16%	38%	18%	19%	14.3
Mechanical/Electrical Specialties	2351	143	2500	41%	7%	13%	39%	22%	18%	14.6
Science/Technology	5942	8136	14100	60%	1%	3%	7%	82%	7%	17.6
Engineering/Technologies	2811	358	3176	55%	2%	7%	14%	66%	11%	17.5
Natural Science/Technologies	734	743	1478	59%	2%	3%	4%	78%	12%	17.9
Medical Technologies	657	1377	2039	59%	0%	2%	5%	87%	5%	17.5
Medical Diagnosis/Treatment	1435	4897	6341	62%	0%	1%	5%	89%	5%	17.6
Social Sciences	305	761	1066	61%	1%	4%	3%	82%	10%	18.3
Arts	2260	3753	6020	54%	3%	3%	9%	64%	21%	17.4
Applied Arts (Visual)	756	1595	2354	54%	3%	4%	12%	61%	20%	17.0
Creative/Performing Arts	1290	1773	3067	53%	3%	3%	8%	63%	23%	17.3
Applied Arts (Written/Spoken)	214	385	599	63%	1%	1%	4%	83%	11%	19.1
Social Service	1933	6625	8570	56%	2%	3%	10%	73%	12%	16.5
Health Care	424	2448	2876	56%	1%	2%	12%	77%	8%	16.3
Education	656	1655	2315	59%	1%	1%	5%	84%	9%	17.3
Community Services	650	1613	2265	59%	1%	3%	7%	79%	10%	16.9
Personal Services	203	909	1114	45%	7%	7%	26%	27%	33%	14.8
No Response	2296	1797	4136	32%	1%	1%	3%	8%	4%	15.2

\* College core course work includes 4 or more years English and 3 or more years each of mathematics, social studies, and natural science (see Glossary).

Means are not reported for groups of fewer than 5 students.

**TABLE 6b: How do our students' PLAN Composite scores, course work plans, and postsecondary plans relate to their career clusters from the World-of-Work Map?**

Career Cluster Category From Interest Inventory	Number of students			Percent planning college core course work*	Percent by educational plans					Mean Composite Score
	Male	Female	Total		No HS/ No Training	Job Training/ Apprentice	Vocational/ Technical/ 2 yr coll.	4 yr College/ or more	Other/ Undecided	
First World-of-Work Career Cluster from Interest Inventory										
(02-03) Administration/Sales	2337	3409	5758	56%	1%	3%	10%	72%	9%	16.7
(04-05) Business Operations	7288	3549	10853	47%	5%	8%	19%	46%	16%	15.4
(06-07) Technical	6204	3289	9511	51%	4%	8%	15%	53%	16%	16.4
(08-09) Science/Technology	2945	3980	6936	58%	2%	4%	8%	69%	13%	17.7
(10-11) Arts	899	1829	2734	56%	1%	3%	8%	68%	14%	17.3
(12-01) Social Service	2147	5479	7636	58%	1%	3%	8%	75%	9%	17.0
Second World-of-Work Career Cluster from Interest Inventory										
(02-03) Administration/Sales	1180	3115	4298	59%	0%	3%	7%	78%	8%	17.0
(04-05) Business Operations	1677	2676	4362	56%	1%	4%	11%	72%	9%	16.6
(06-07) Technical	6824	3009	9848	46%	6%	8%	20%	44%	16%	15.3
(08-09) Science/Technology	4513	2599	7124	54%	3%	7%	13%	59%	14%	16.8
(10-11) Arts	3639	5170	8825	57%	2%	4%	9%	66%	14%	17.4
(12-01) Social Service	905	1849	2758	57%	1%	4%	8%	69%	13%	17.1
No Region	2140	2119	4269	51%	3%	5%	12%	61%	13%	16.0

\* College core course work includes 4 or more years of English and 3 or more years each of math, social studies, and natural science (see Glossary).

Means are not reported for groups of fewer than 5 students.

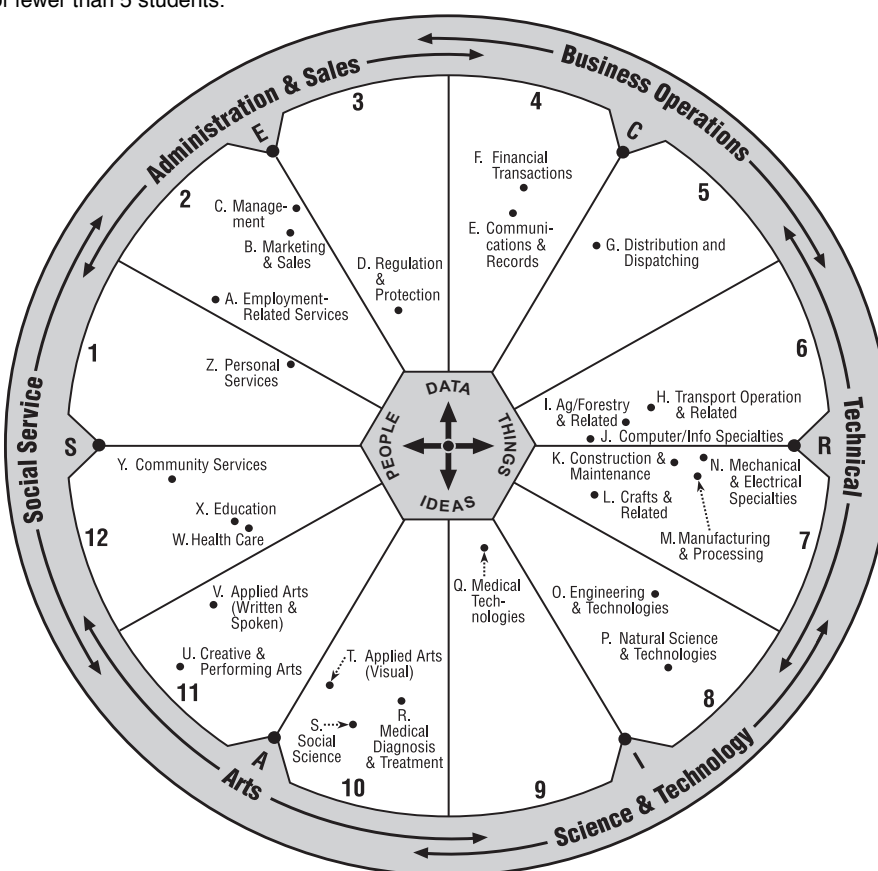
**ACT World-of-Work Map**

TABLE 7: How did our students respond to the local items?

Local Item	Student Response									
	A		B		C		D		E	
	N	%	N	%	N	%	N	%	N	%
1	47	0%	23	0%	41	0%	14	0%	1	0%
2	18	0%	37	0%	16	0%	13	0%	9	0%
3	24	0%	23	0%	18	0%	18	0%	8	0%
4	23	0%	18	0%	17	0%	14	0%	10	0%
5	27	0%	15	0%	20	0%	13	0%	5	0%
6	13	0%	16	0%	15	0%	18	0%	16	0%
7	28	0%	12	0%	16	0%	7	0%	11	0%
8	14	0%	23	0%	14	0%	12	0%	5	0%
9	12	0%	14	0%	18	0%	16	0%	8	0%
10	16	0%	16	0%	17	0%	14	0%	3	0%
11	23	0%	12	0%	18	0%	13	0%	6	0%
12	22	0%	15	0%	18	0%	5	0%	10	0%

## Glossary

### College Core Course Work

Core course work is defined as four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of natural science. The following course lengths are assumed, unless otherwise specified by your students.

English: Plan to take four years or more, with one year credit each for English 9, English 10, English 11, and English 12; one-half year credit for Speech.

Mathematics: Plan to take three years or more, with one year credit each for Algebra 1, Algebra 2, Geometry; one-half year credit each for Trigonometry, Calculus(not pre-calculus), Computer Math, and Other Math courses.

Social Studies: Plan to take three years or more, with one year credit each for U.S. History, World History, and American Government; one-half year credit each for Economics, Geography, Psychology, and Other History.

Natural Science: Plan to take three years or more, with one year credit each for General/Physical/Earth Science, Biology, Chemistry, Physics.

### CP (Cumulative percent at-or-below)

The percentage of local or national students scoring at or below each scale score.

# **PLAN<sup>®</sup>**



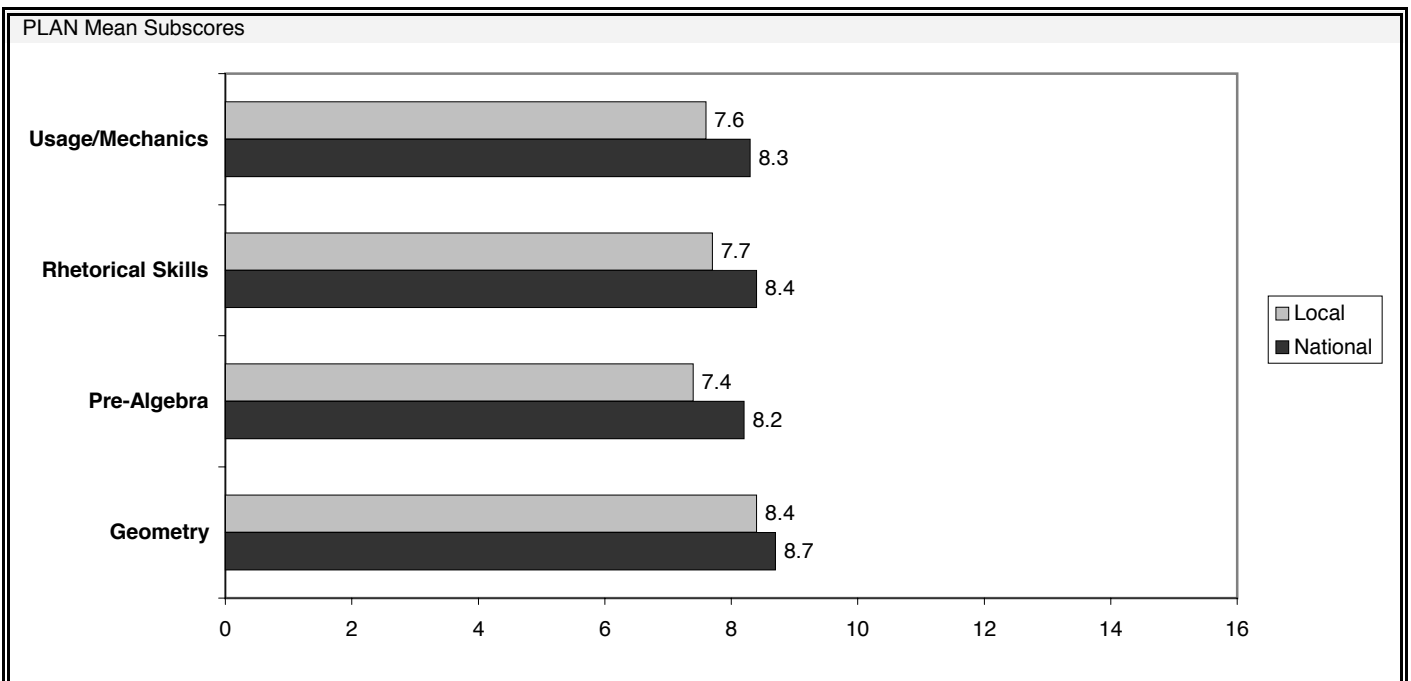
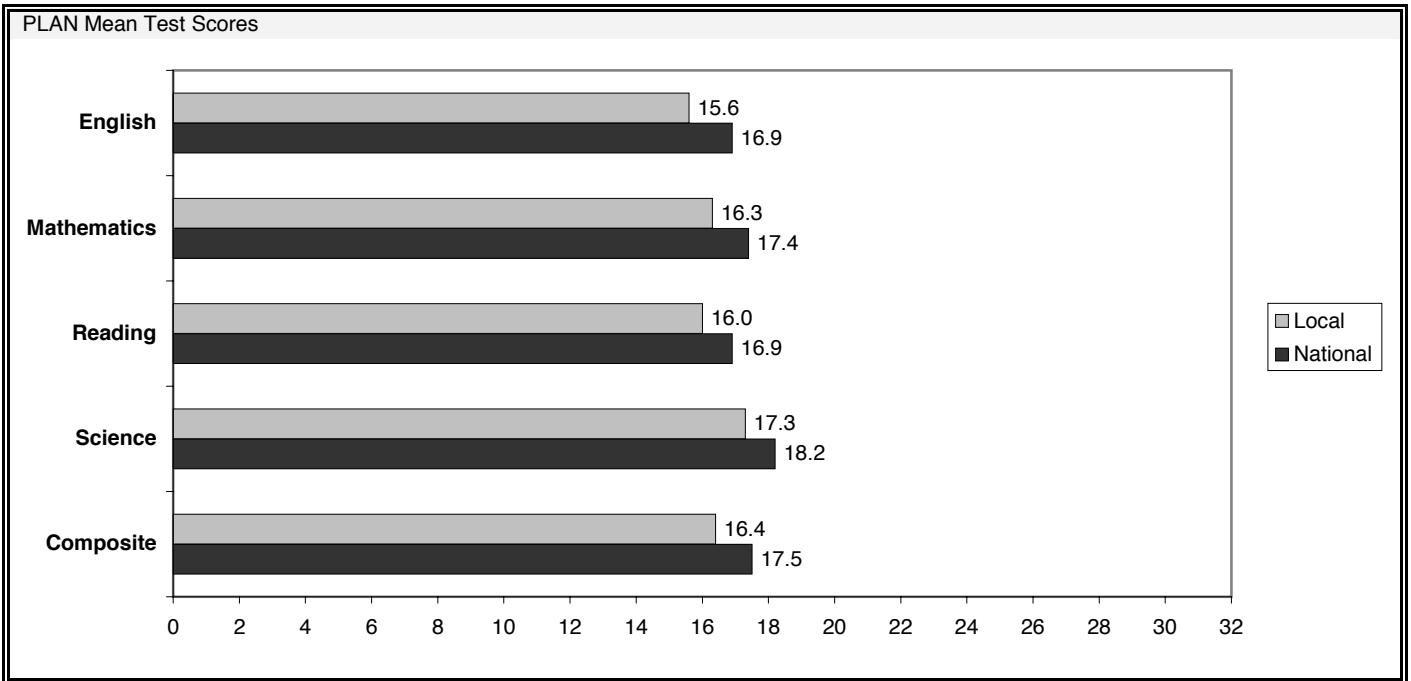
**Presentation Packet**

**KENTUCKY  
(STANDARD & TIME-EXTENDED)**

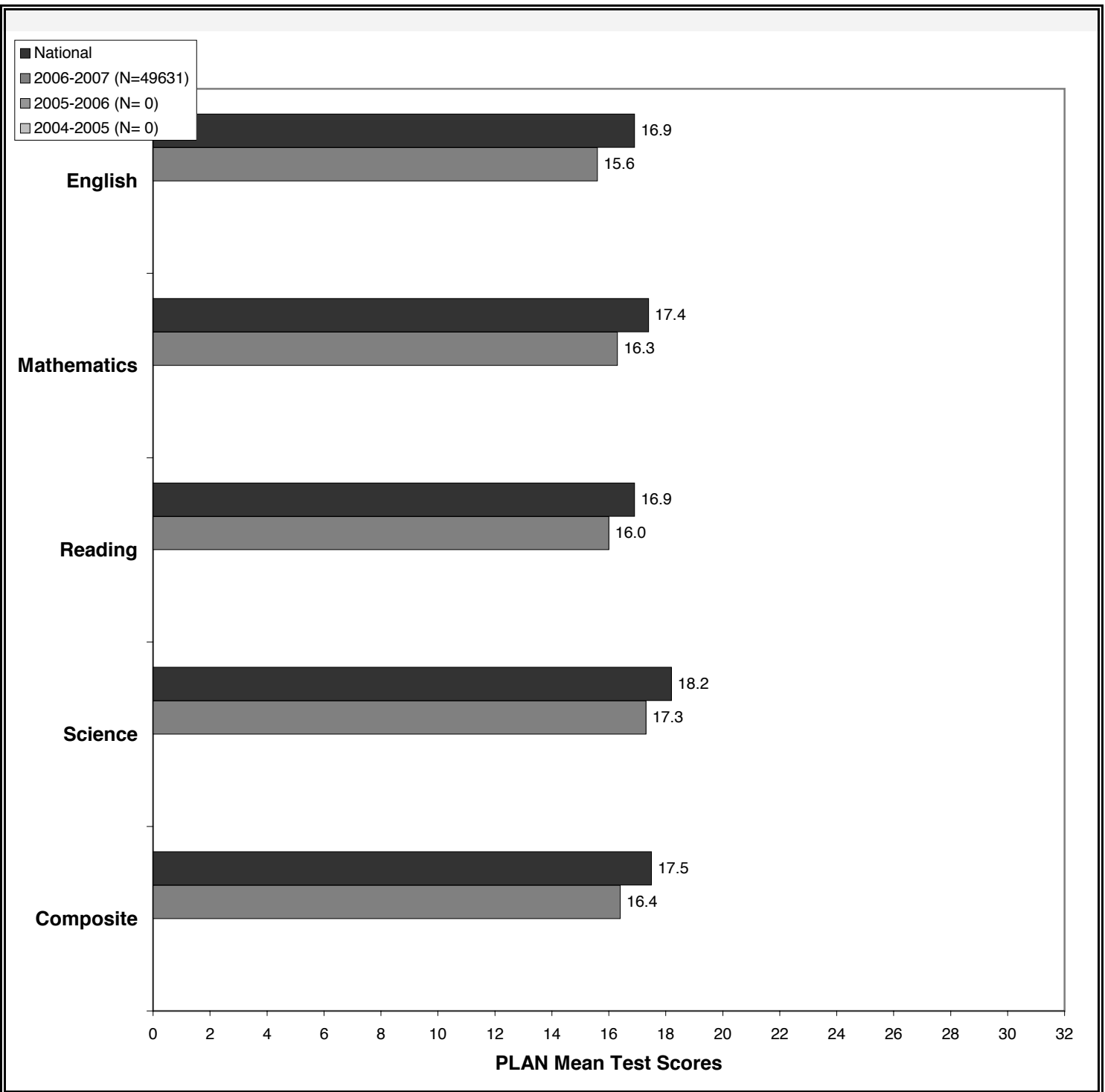
**Code 8818ST**

**2006 - 2007**

**ACT<sup>®</sup>**

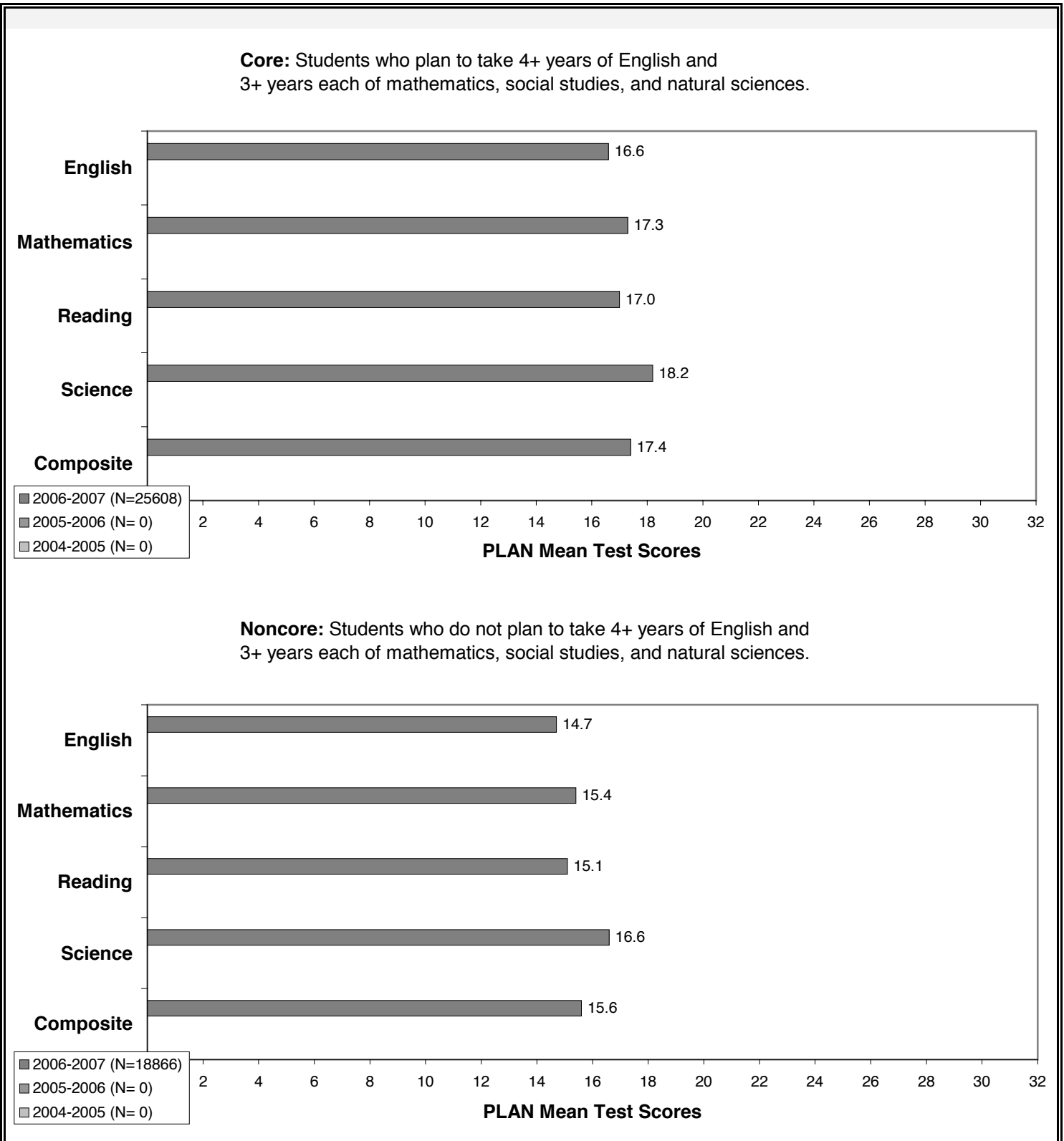
**Chart 1: How does our students' performance compare with that of 10th grade students nationwide?**

**CHART 2: Is the academic achievement of our students for the past three years improving, compared to that of 10th grade students nationwide?**



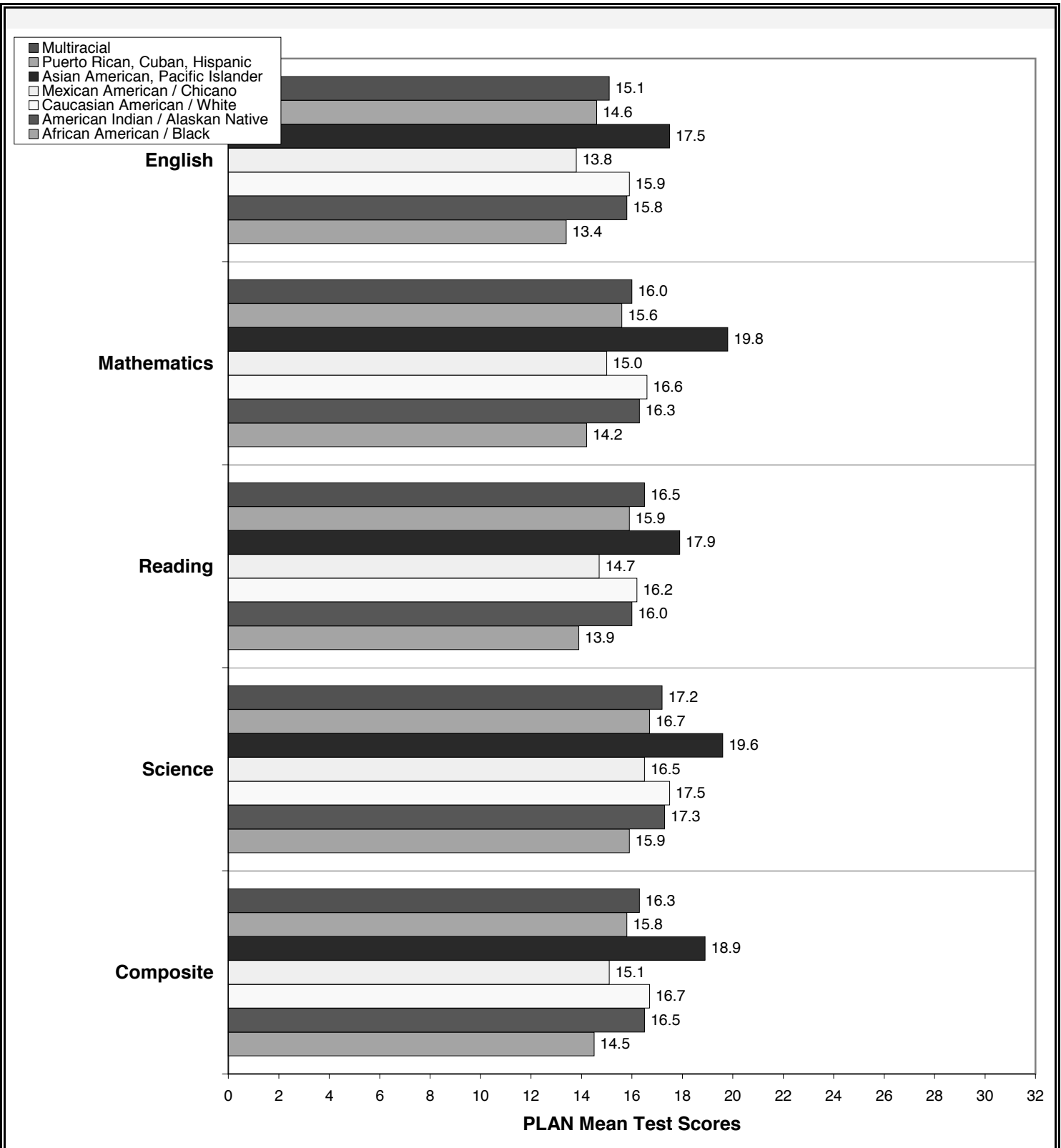
Results are shown for groups of 5 or more students.

When comparing means, differences in Science or Composite scores of 0.4 or smaller, and differences in English, Mathematics, or Reading of 0.5 or smaller, are not likely to be statistically significant.

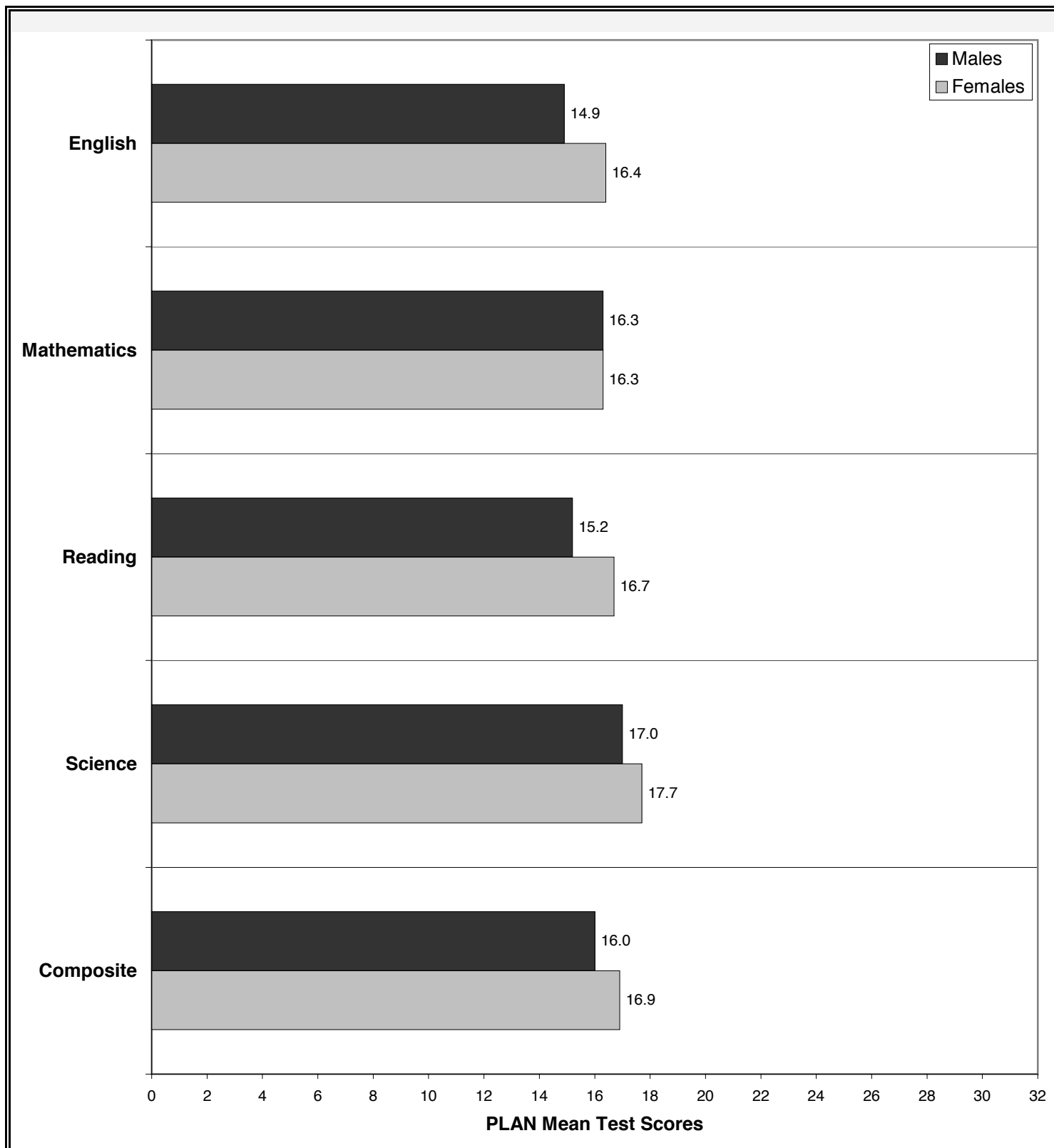
**CHART 3: Are our students adequately preparing themselves to be successful?**

Results are shown for groups of 5 or more students.



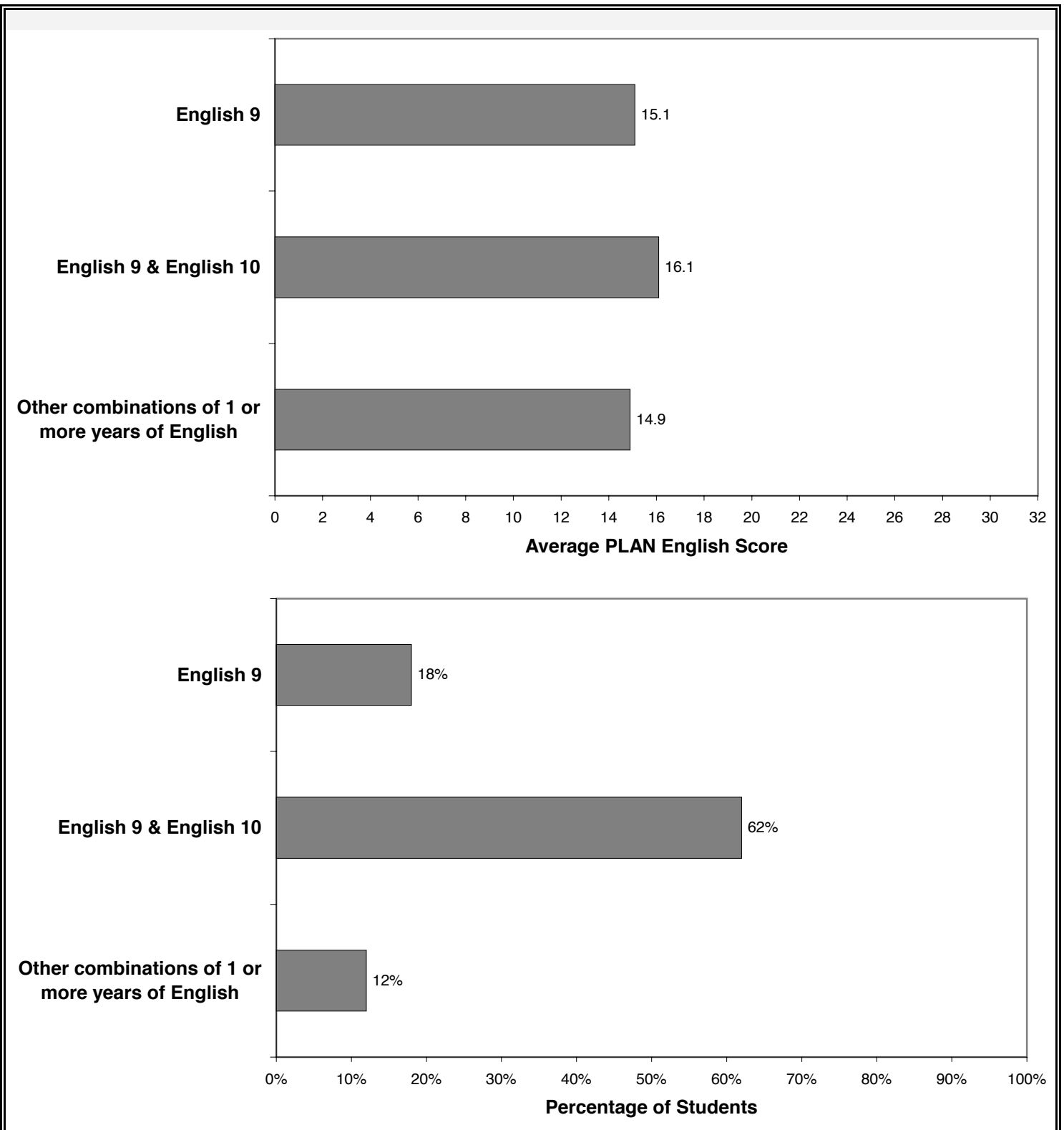
**CHART 4: Are our students achieving similarly across racial/ethnic groups?**

Results are shown for groups of 5 or more students.

**CHART 5: Are our students achieving similarly across gender groups?**

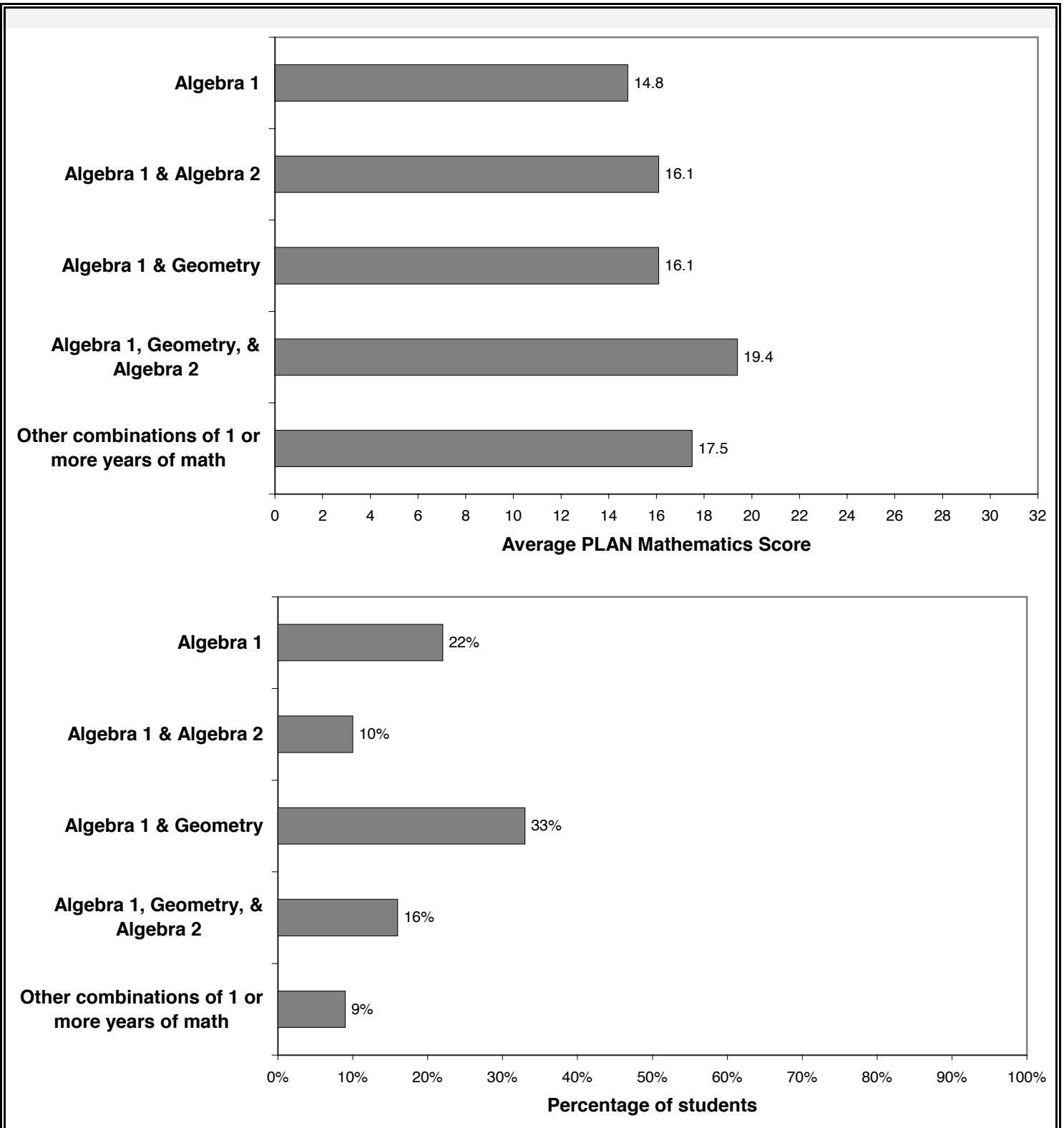
Results are shown for groups of 5 or more students.

**CHART 6a: How do our students' English scores relate to the English courses they have taken or are currently taking?**



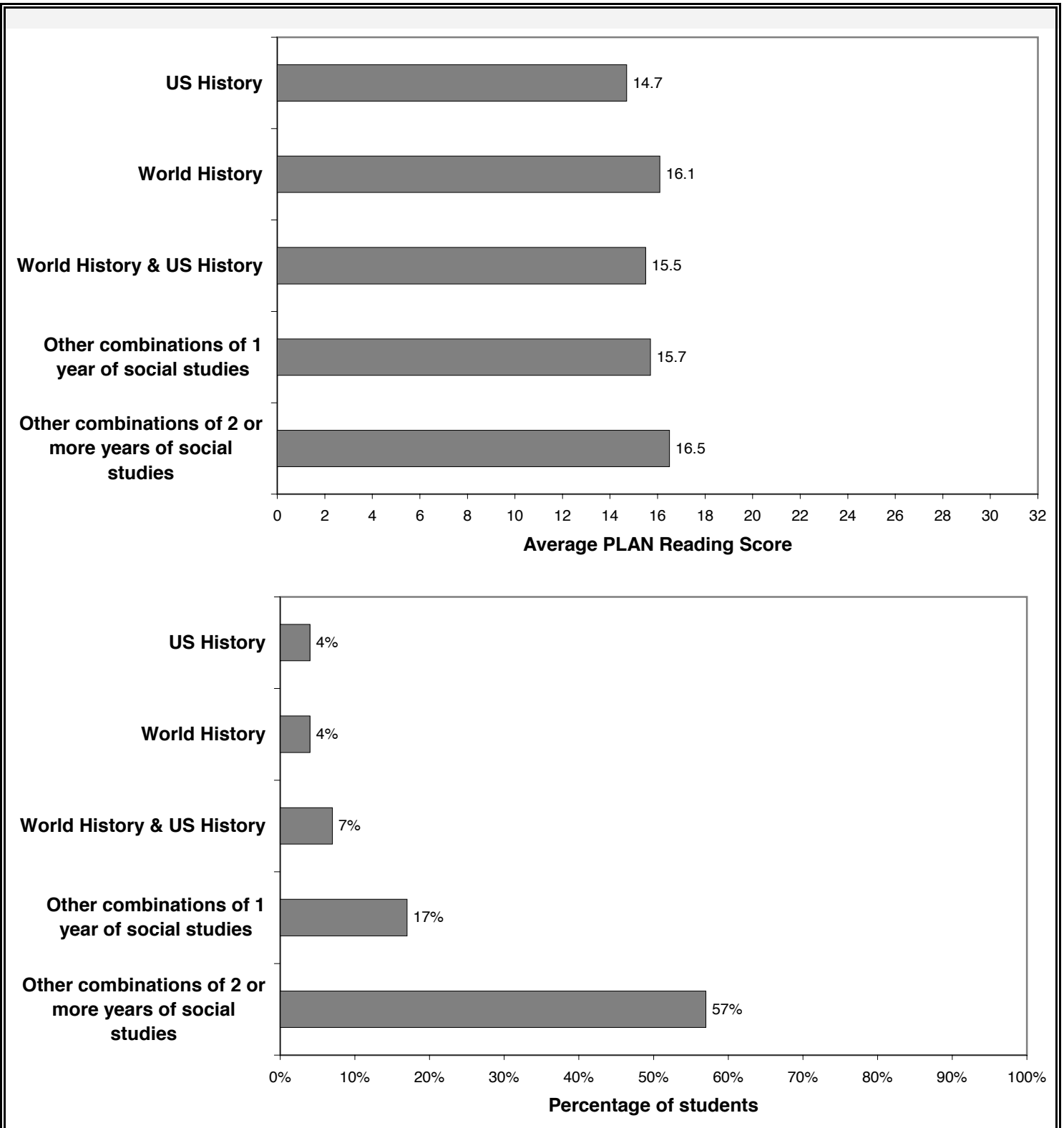
Results are shown for groups of 5 or more students.

**CHART 6b: How do our students' Mathematics scores relate to the Mathematics courses they have taken or are currently taking?**



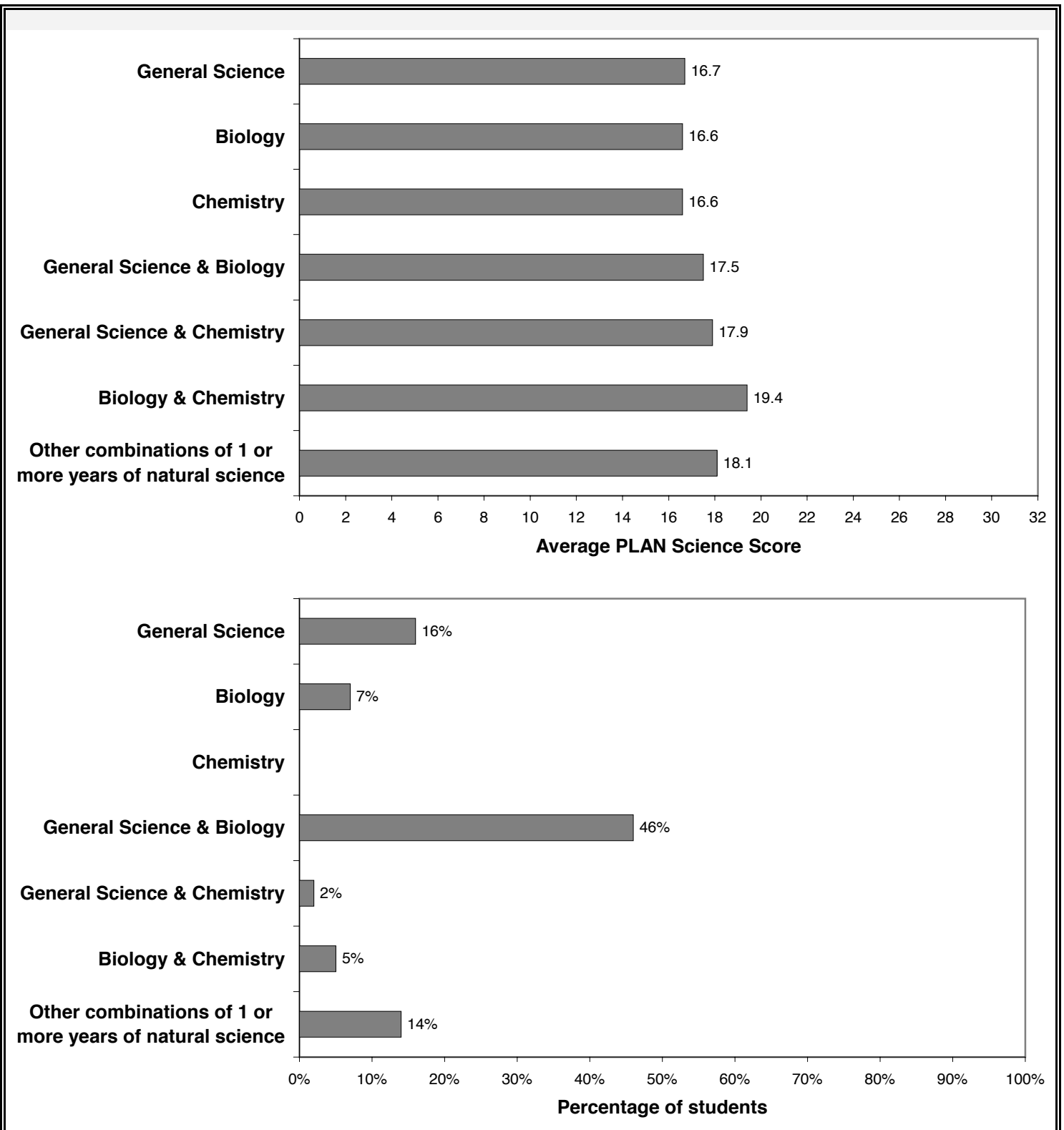
Results are shown for groups of 5 or more students.

**CHART 6c: How do our students' Reading scores relate to the Social Studies courses they have taken or are currently taking?**

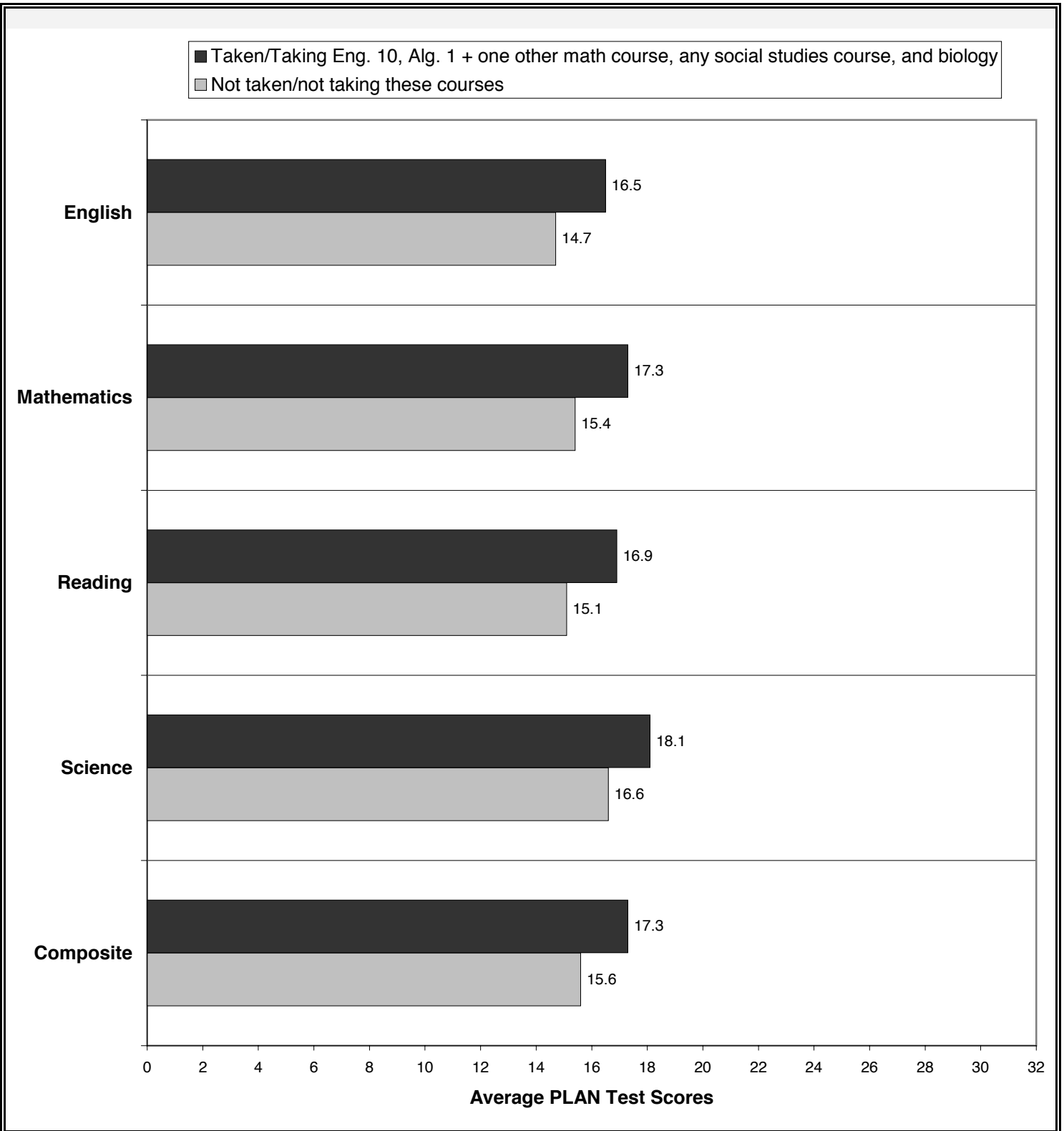


Results are shown for groups of 5 or more students.

**CHART 6d: How do our students' Science scores relate to the Natural Science courses they have taken or are currently taking?**



Results are shown for groups of 5 or more students.

**CHART 6e: How do our students' scores relate to the courses they have taken or are currently taking?**

Results are shown for groups of 5 or more students.

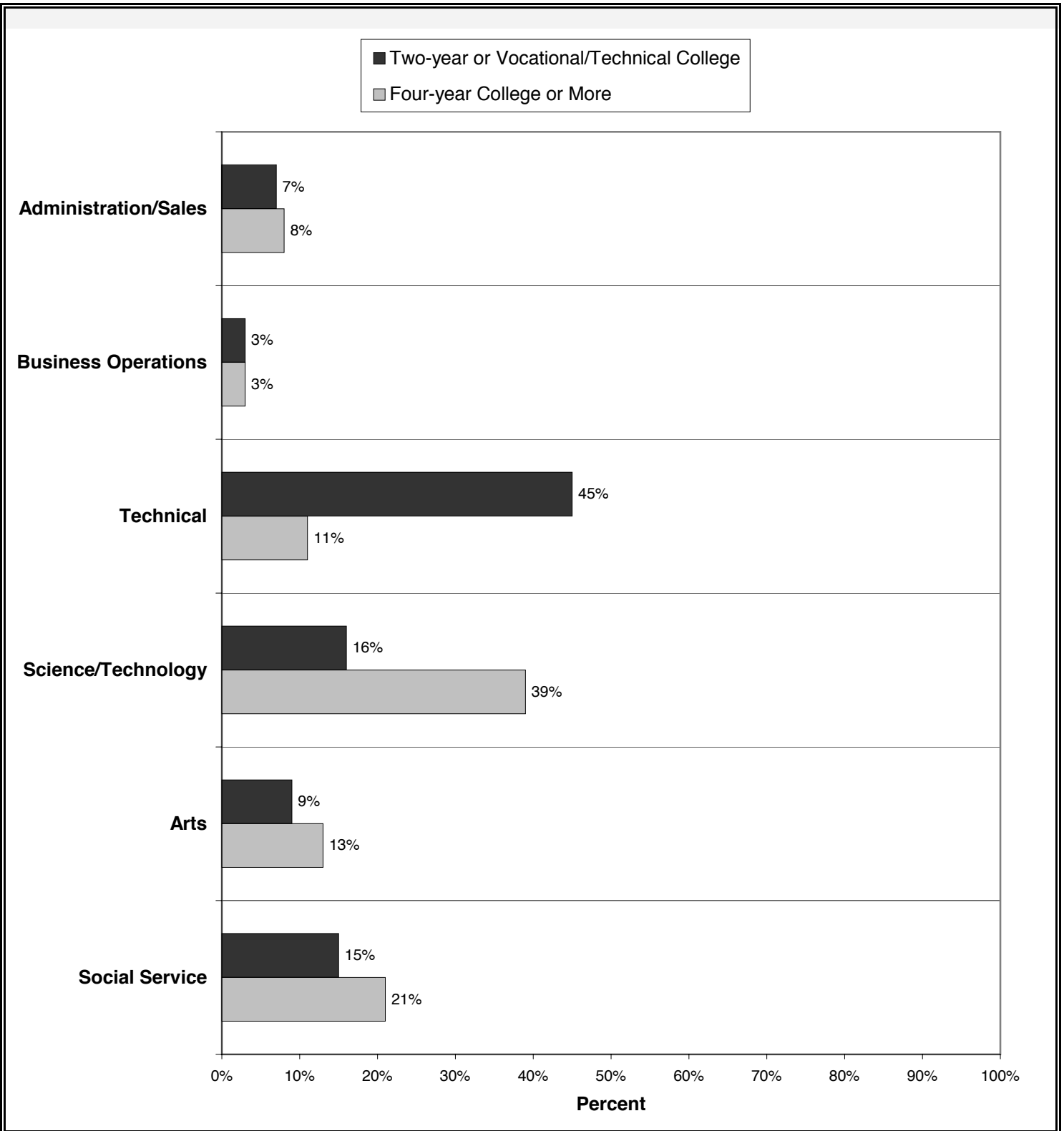
**CHART 7: How do our students planning to attend college differ in their career preferences?**



CHART 8: What percentage of our students report needing help in particular areas?

